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ABSTRACT

This third revision of Central Piedmont Community College's (CPCC's) institutional planning and budgeting guide focuses on expanding the involvement of staff in institutional planning, integrating the college's various planning processes, strengthening communication within the administration, and giving administrative areas more flexibility and control in making and planning budget decisions. The guide outlines the phases and activities of a three-year (1991-92 through 1993-94) planning and budgeting process using the following seven steps: (1) strategic planning, involving mission and values assessment, environmental assessment, institutional assessment, planning assumptions, institutional goals, and quantitative targets; (2) operational planning, involving the development of action plans, budget forms, and budget brochures; (3) revenue projection and educational-area lump sum distribution; (4) educational-area Vice Presidents' determination of spending within each of their areas; (5) final preparation of the institutional budget/plan; (6) implementation and process assessment; and (7) summative assessment and dissemination of results. For each step, the specific dates and activities to be carried out are listed. Appendixes (the bulk of the document) provide: a review of the nine aims of the planning/budgeting process; a listing of milestone events in the history of planning at CPCC; action plan forms, budget forms, and assessment forms with instructions; a directory of planning council members; and administrative flow charts. (PAA)

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PLANNING FOR RESULTS

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Institutional Planning and Budgeting Guide

Ruth Shaw, President

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Central Piedmont Community College
Planning & Research
Spring 1991

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Institutional Planning and Budgeting Guide

Ruth Shaw, President

Central Piedmont Community College
Planning & Research
Spring 1991

PLANNING FOR RESULTS

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Department of Planning & Research

John W. Quinley, Director

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Central Piedmont Community College

PLANNING FOR RESULTS

(Third Revision)

Institutional Planning & Budgeting Guide

A WORD ABOUT PLANNING

Worthwhile planning focuses on results and not on the mechanics of planning. Careful planning at CPCC will help us build a brighter future for our students; it's as simple as that.

Plans must be flexible or they become obstacles. They can stifle rather than encourage creativity, leave little room for intuition, and make risk taking too risky. No plan can fully reflect the dynamic and comprehensive nature of CPCC.

We must go beyond the plan and create an environment that enables us to provide the most desirable future options for our students. To go beyond the plan requires trust and commitment from us all. Our ideas will receive a fair hearing; accepted ideas will receive adequate resources; unsuccessful projects will be assessed, revised, or discontinued; and planning will have direct benefits for our students. Institutional planning will help Central Piedmont make more right choices for the future and provide a general framework within which we can exercise our own ingenuity while working together to fashion CPCC's future.

Planning for Results provides a structure and process for the planning effort and the most directly-related budget processes. The Guide is comprehensive enough to reflect accurately the broad scope of the College and is simple enough to retain the common sense approach to planning.

However, the Guide is not meant to be the final word. The College has monitored the effectiveness of the current planning effort and has made subsequent changes. This third edition of **Planning for Results** focuses on expanding involvement of staff with institutional planning and integration of the College's various planning processes. In particular, the relationship between planning and related budget processes is strengthened. The Guide also reflects a deliberate attempt to strengthen communication through the administrative continuum and to give administrative areas more flexibility and control in making planning and budgeting decisions.

The complete listing of the aims of the integrated institutional planning/budgeting process is detailed in Appendix A. Evaluation of the effectiveness of the planning/budgeting process will be based on these aims. Appendix B lists the milestone events in planning and budgeting over the last four years.

PLANNING MODEL

Figure 1 provides an illustration of CPCC's planning and budgeting model. The model shows the relationship among the basic elements of strategic and operational planning and assessment. Figure 2 provides a schematic example of the model in operation.

Figure 1

Central Piedmont Community College

INSTITUTIONAL PLANNING & BUDGETING MODEL

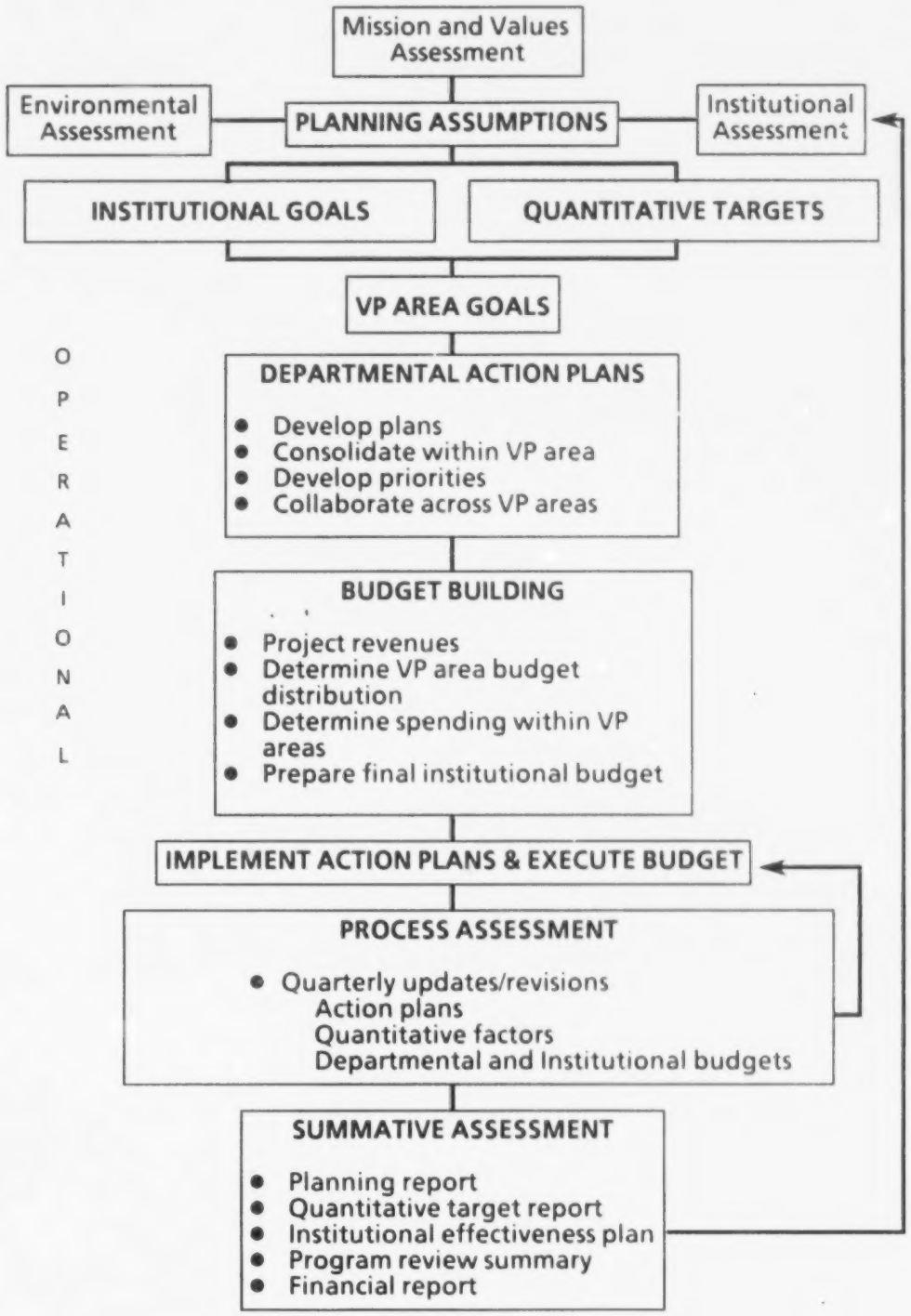
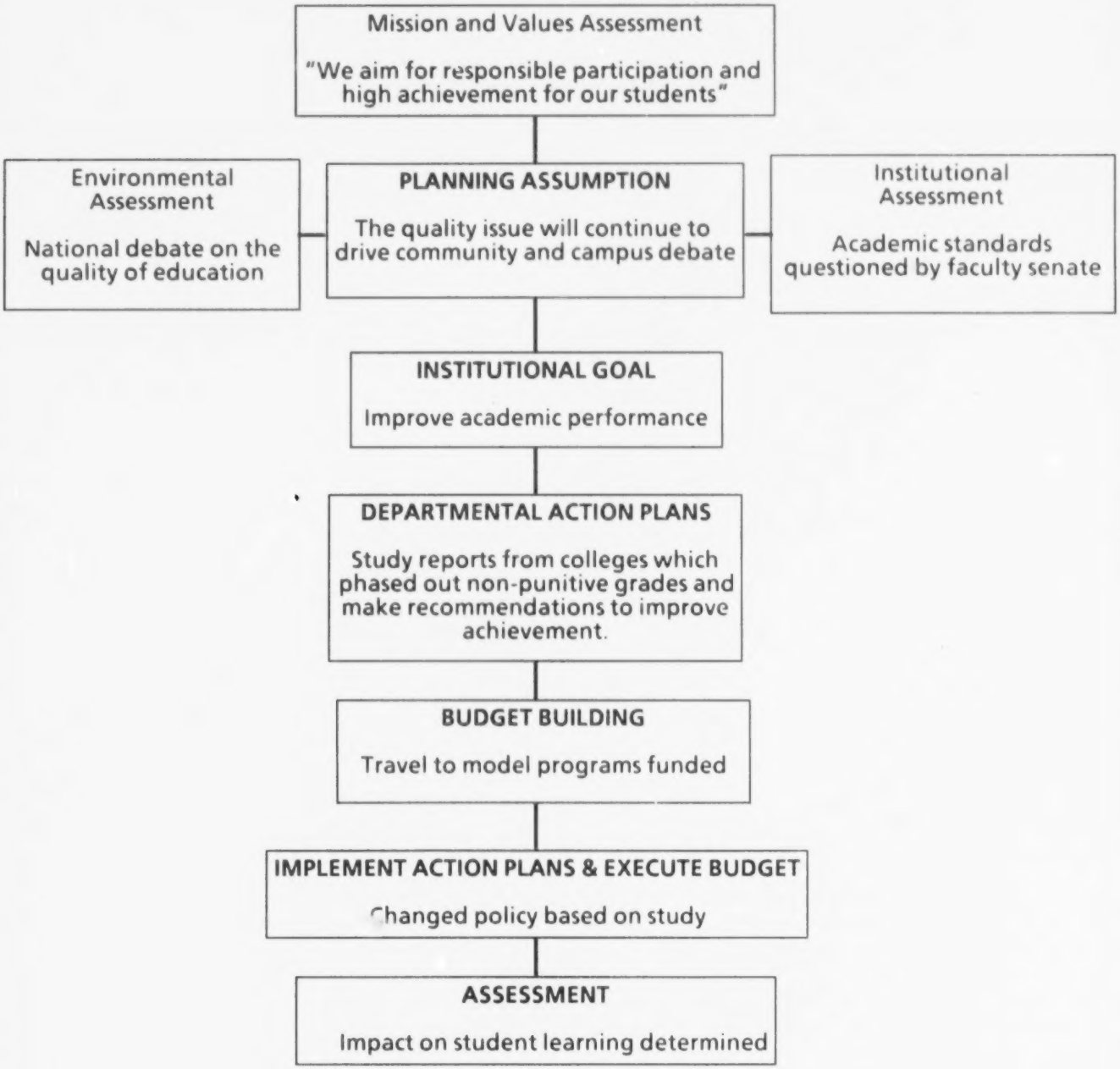


Figure 2

Goal To Action Plan Example

INSTITUTIONAL PLANNING & BUDGETING MODEL


Mission and Values Assessment
"We aim for responsible participation and high achievement for our students"
Environmental Assessment
National debate on the quality of education
PLANNING ASSUMPTION
The quality issue will continue to drive community and campus debate
Institutional Assessment
Academic standards questioned by faculty senate
INSTITUTIONAL GOAL
Improve academic performance
DEPARTMENTAL ACTION PLANS
Study reports from colleges which phased out non-punitive grades and make recommendations to improve achievement.
BUDGET BUILDING
Travel to model programs funded
IMPLEMENT ACTION PLANS & EXECUTE BUDGET
Changed policy based on study
ASSESSMENT
Impact on student learning determined

ELEMENTS OF THE PLANNING PROCESS

Definition of Institutional Planning

Institutional planning is a continuous process by which an institution:

- *Assesses its current state and the likely future condition of its environment*
  Where are we now? Where are we likely to be?
- *Identifies possible future states for itself*
  Where should we go? Where do we want to go?
- *Develops institutional goals, objectives, and plans of action for reaching/creating the desired future*
  How do we get there? Who is going?
  When do we go? What do we need to get there?
- *Assesses the outcome of institutional actions and uses this information for improving effectiveness*
  How do we know when we arrived?
  What have we learned? How can we use it?

Strategic Planning

Although strategic planning is based on extensive input from throughout the institution, the responsibility for setting strategic direction is largely an executive and Board task. Strategic planning develops critical, major institutional goals that have been established in response to the most important issues or problems facing the College. Strategic goals represent areas which have been selected for special emphasis, not regular on-going activities. An important outcome is a shared sense of institutional direction that supports adjustments to changing conditions and creates a foundation for prioritizing the use of existing resources.

Institutional goals are derived from an understanding of the interrelationships among institutional values and mission, environmental opportunities and constraints, and institutional strengths and weaknesses. These interactions are expressed as a set of planning assumptions. Strategic planning does not spell out every goal and objective, every strategy or activity which should or will occur at the College. Strategic plans should be viewed as a framework for decision-making and development, not a straight jacket.

Mission/Values Assessment. Mission statements provide a clear sense of direction and an explicit framework for subsequent statements of goals and expected educational results. An institution demonstrates its effectiveness through the accomplishment of goals and anticipated educational results that are clearly linked to the institution's stated purpose or mission. Missions also reflect certain values. These values constitute a rationale for the institution: a set of decisions about clientele, about institutional functions and responsibilities, about educational process, and about the working relationships of the staff.

Environmental Assessment. Environmental assessment provides a realistic picture of the external environment (demographic and economic trends, state policies, student and community values, etc.) within which strategic planning takes place. It identifies trends and events which may be opportunities to exploit or constraints to avoid or circumvent.

Institutional Assessment. Institutional assessment provides systematic review of an institution's current functioning. It looks at the College's current strengths and weaknesses to ensure that major internal problems are addressed, that priority areas for development are identified, and that the institution's ability to move in new directions is understood.

Planning Assumptions. Planning assumptions are derived from the strategic assessments: mission/values, environmental, and institutional. Planning assumptions describe the interaction among these assessments and their potential impact on the College.

Institutional Goals. Institutional goals are broad statements of challenging tasks which have been selected for emphasis. They provide a sense of direction, a frame of reference for activities, and a means to evaluate change and progress. CPCC's current planning process calls for two-year institutional goals.

Quantitative Targets. Numeric targets which are set for key variables associated with successfully addressing institutional priorities are called quantitative targets. For example, if an institutional goal is to increase minority participation, setting a target of a percent increase in enrollment over the previous year is a quantitative factor. Please note that not all current institutional goals have associated quantitative targets and that targets are normally, but not necessarily tied to current goals.

VP Area Goals. In addition to institutional goals, each VP area may develop goals for their particular area. These goals follow the same planning and budgeting steps as institutional goals.

Operational Planning

Operational planning provides the details for putting goals and objectives into action. It outlines the specific activities to be conducted, defines staff responsibility, develops time lines for project completion, and determines resource allocation.

Action Plans. At CPCC, the basic process for taking action to address goals and objectives is called the action plan. Action plans are significant new or expanded activities designed to advance a desired goal-related outcome. Action plans have three phases:

1. to develop the action plan
2. to assess and adjust the action plan during implementation
3. to assess after project completion

Each of these phases has a corresponding form. See Appendix C for the form and instructions to develop an action plan; Appendix E for the assessment forms and instructions.

Action plans are primarily developed during the VP area Fall planning cycle, but can be submitted at any time during the year. Action plans are normally developed by any office (coordinator/supervisor level up) and are shared/approved along the reporting structure. Most action plans do not require additional resources. Action plans which require financial resources are routed into the regular budget processes.

Budget Forms. There are three basic budget forms for requesting additional resources: (1) operating budget increase, (2) equipment purchase, (3) building renovations/modifications. These forms ask for appropriate budget information and a description of the project. If a

request for funding relates to an action plan, attaching the appropriate action plan will meet the requirement for a budget project description. It is important to note that not all requests for additional resources relate to an action plan. For example, if your typewriter breaks and you need a new one, an equipment request form is all that is necessary, an action plan is not needed. See Appendix D for a copy of the budget forms and instructions for completion.

Budget Brochures. Budget brochures provide a detail of planned expenditures and an accompanying narrative for each account manager budget. The VP for Business and College Services publishes an institutional budget brochure in August after final allocations from the state are known. The sharing of budgeting information in this manner will allow for greater understanding within and across VP areas.

Process and Summative Assessment

Assessment in its broadest sense is the process of collecting and analyzing data concerning the outcomes of action plan implementation and using that information to determine the extent to which objectives were reached.

Process assessment. Assessment which takes place during the process of action plan implementation is called process assessment. Based on this assessment and upon new and competing needs, action plans are modified, deleted, and added to the institutional plan at regular intervals during the year. Action plan managers indicate progress three times during the year and send a completed form through their reporting structure to Planning and Research. This assessment is the building block used for institution-wide updates. See Appendix E for a copy of the form used for process assessment. Quantitative targets are also monitored at these times.

Summative assessment. Assessments which take place at the time of project completion are called summative assessments. Action plan managers fill out a summative assessment form and send it through their reporting structure to Planning and Research. The summative assessment becomes a building block for the annual planning report and is incorporated into the next round of planning. See Appendix E for a description of the summative assessment form.

Basic Steps of Planning and Budgeting

Planning for Results includes seven basic planning and budgeting steps:

- Step 1 Strategic Planning
- Step 2 Operational Planning
- Step 3 Revenue Projection and VP Lump Sum Budget
- Step 4 Funding within VP Areas
- Step 5 Final Institutional Budget Preparation
- Step 6 Implementation and Adjustment/Process Assessment
- Step 7 Summative Assessment and Dissemination of Results

Timing of Basic Steps

These seven basic steps extend over a three-year planning and budgeting process. The process starts with an initial planning year and progresses to the first and second years of implementation. After the initial year, the development and assessment steps occur simultaneously. Figure 3 illustrates the linear timing of these steps from begining to end for the initial set of action plans and associated budgeting. In reality, the implemenatation of one year happends simultaneously with the planning for the next.

TIMING OF BASIC STEPS

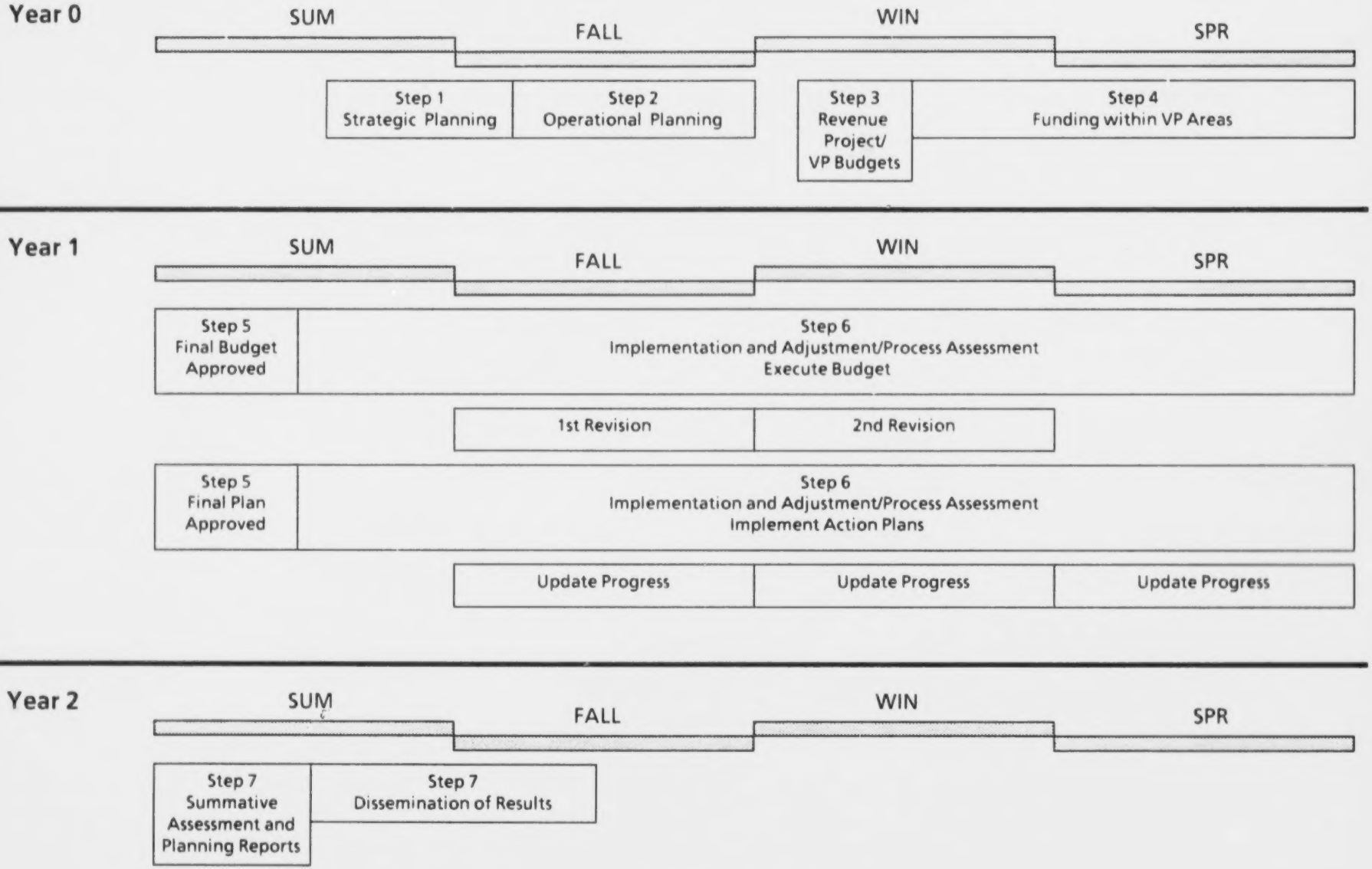


Figure 3

Responsibility for Basic Steps

The planning and budgeting process is the responsibility of all departments, the Planning & Budgeting Council, and the College Council.

Administrative Departments. Foremost operational planning is the responsibility of the administrative departments as detailed in CPCC's organizational chart (See Appendix G). Action plan managers work with their respective staffs, with their supervisors, with other departments within their VP area, and with departments across VP areas. Their primary roles are:

1. to develop, implement, and assess action plans
2. to serve as members of the Planning and Budgeting Council

College Cabinet. The College Cabinet is the principle body for strategic planning. The Planning and Research Department serves as staff support for this effort. Responsibilities are:

1. to develop the drafts and final documents detailing planning assumptions, institutional goals, and quantitative targets
2. to lead the effort of action plan and budget development and implementation
3. to review the quarterly assessments
4. to review drafts of the annual planning reports

Planning and Budgeting Council. (PBC) The PBC is chaired by the President and consists of all budget managers, the Faculty Senate President, and the Classified Staff Chairman. See Appendix F for a membership listing. The primary purposes of the approximately 85 member Planning and Budgeting Council are:

1. to receive appraisals of planning and budgeting activities and related information during the Fall Planning Retreat and a mid-term update meeting
2. to give input into the development of planning assumptions, institutional goals, quantitative targets

College Council. The College Council represents a cross section of administrative, faculty, and support personnel. See Appendix F for a membership listing. The Council has two primary roles within the planning and budgeting process:

1. to review the quarterly assessment reports
2. to give input into the efficiency and effectiveness of the planning process

Planning and Research Department. The Department of Planning and Research, working with the VP for Student, Staff, and Organizational Development, has the primary staff responsibility for the:

1. overall coordination of the planning process
2. writing of planning and research reports
3. planning annual retreats for the Board of Trustees and the PBC

Table 1

Primary Responsibility for Planning and Budgeting Steps
(In order of occurrence of initial activity)

Step 1: Strategic Planning	Planning and Research College Cabinet Planning and Budgeting Council
Step 2: Operational Planning	Vice Presidents Administrative Departments
Step 3: Revenue Projection, VP Lump Sum Budget	VP for Business and College Services Vice Presidents President
Step 4: Funding within VP Areas	Vice Presidents Administrative Departments
Step 5: Final Institutional Budget Preparation	VP for Business and College Services President
Step 6: Implementation and Adjustment/Process Assessment	Administrative Departments College Cabinet VP for Business and College Services President Planning and Research College Council
Step 7: Summative Assessment/ Dissemination of Results	Planning and Research Vice Presidents President

Planning and Budgeting Steps Detail

Step 1: Strategic Planning

The **Planning for Results** process at begins in late summer with the presentation of the institutional assessment reports by Planning and Research to the College Cabinet. The principal institutional assessment reports include the Institutional Effectiveness Plan, the Program Review Summary, the Institutional Plan Report, and the Environmental Scan Report. These assessments form the basis by which the College Cabinet develops a draft of planning assumptions, institutional goals, and quantitative targets. The college community then is given the opportunity to respond to these draft documents. The Research and Planning Department then plans the annual Fall Planning Retreat for the Planning and Budgeting Council.

At the Fall Planning Retreat, the PBC reviews the drafts of planning assumptions, institutional goals, and quantitative targets. The PBC is also appraised of background materials which contributed to these decisions. The group is then guided through a series of exercises designed to obtain structured feedback for the draft planning documents. The council **then breaks** into VP areas to develop VP area goals and begin work on action plans. The College Cabinet meets to finalize all strategic planning work.

Year 0 1991-92	Planning Steps	Budgeting Steps
August	1.1. Present institutional assessments 1.2. Develop draft planning assumptions 1.3. Develop draft quantitative targets 1.4. Plan Fall Planning Retreat	
September	1.5. Seek input from college community 1.6. Seek input from Board of Trustees	

October	1.7. Hold Fall Planning Retreat 1.8. Present draft planning documents 1.9. Feedback for planning documents 1.10. Develop VP area goals 1.11. College Cabinet finalizes plans	

Step 2: Operational Planning

Once institutional goals are established, the VP areas adopt these and develop, if appropriate, additional goals for their respective areas. Then all administrative departments develop action plans which address either institutional or VP area goals. An action plan form is completed for each plan and, if additional expense is anticipated, the appropriate budget form is completed and attached. This process includes development of collaborative plans within an area. For example, department heads will work with faculty and, in turn, deans will work with department heads. Ideas for action plans can originate anywhere in the administrative structure.

VPs then develop a priority list of action plans which require additional resources. This list is used to assist in determining plans which can be funded within the VP areas. Vice Presidents then review all action plans in order to better support each other and in order to find action plans that can be shared.

Year 0 1991-92	Planning Steps	Budgeting Steps
October- December	2.1. Develop departmental action plans 2.2. Develop/consolidate action plans with VP areas 2.3. Develop priority list of action plans within VP areas 2.4. Develop shared action plans across VP areas	

Step 3: Project Revenues and Determine VP Lump Sum Distribution

The Vice President for Business and College Services identifies expected revenues based on actual and projected FTE and expectations of funding levels. This becomes the basis for determining lump sum budget distributions for each VP with the President making the final determination of budget amounts. At the Board's annual work session, the institutional plan and overall budget is presented. The Board's comments may result in further refinements of the institutional plan.

Year 0 1991-92	Planning Steps	Budgeting Steps
February	3.1. Board Planning & Budget Work Session	3.1. Review annual and fall enrollment analysis 3.2. Calculate expected revenues based on FTE 3.3. President authorizes lump sum VP base budget distribution and Presidential contingency fund

Step 4: VPs Determine Spending within Areas

Working with appropriate staff, the VP's establish the base budget distribution within their respective areas and present this to all departments/account managers. A budget brochure is published with lists of account manager budgets and narrative rationale. Budget requests in priority order are broken down into requests for additional operating funds, equipment, and renovations.

Year 0 1991-92	Planning Steps	Budgeting Steps
March- June		4.1. Establish base budget distribution within each VP area 4.2. VPs present base budget to Account Managers 4.3. Establish VP area priority list of request for increase operating 4.4. Establish VP area priority list of requests for equipment 4.5. Establish VP area priority list of requests for renovations

Step 5: Final Institutional Budget/Plan Prepared

The VP for Business and College Services consolidates individual VP budgets into the operating and equipment budgets. After the final allocations are received from the State Board of Community Colleges, final adjustments are made. The President officially authorizes the budget and the now-funded plan in early to late summer.

Year 0 1991-92	Planning Steps	Budgeting Steps
May		5.1. VP Business consolidates all budgets into institutional budget
June		5.2. Request for unfunded projects to President
July	5.1. Final plan approved	5.3. SBCC allocates budgets to community colleges . 5.4. Final adjustments made to match spending with revenues 5.5. President authorizes budget to be executed
Aug		5.6. VP for Business prepares institutional budget brochure

Step 6: Implementation & Adjustment/Process Assessment

In July, the execution of the budget and the implementation of plans begins. Action plans are scheduled for completion within the two-year planning cycle. Implementation is monitored throughout the year as the results of actions are evaluated, as new and competing needs are identified and as the budget picture fluctuates. Action plan managers are required to indicate on-going progress at three times during the year and to send a completed form along administrative lines to Planning and Research. Action plans may be added, modified, or deleted during these updates. Quantitative factors also may be adjusted. The College Cabinet and the College Council review these updates and the Planning and Budgeting Council meet to review progress at mid-year. A related process of budget review/revision and budget reporting, including the development of a year end spending plan, occurs on a parallel basis.

Year 1 1992-93	Planning Steps	Budgeting Steps
July	6.1. Implement action plans	6.1. Budget executed
October	6.2. Update progress/revision (action plans & targets)	6.2. Financial status report 6.3. First budget revision
January	6.3. Update progress/revision (action plans & targets) 6.4. PBC mid-term meeting	6.4. Second budget revision 6.5. Financial status report
April	6.5. Update progress/revision (action plans & targets)	6.6. Establish year end spending plan

Step 7: Summative Assessment/Dissemination of Results

Final action plan summaries are written by departments in early summer and become the base for the Institutional Plan Report. See Appendix E for assessment forms. Other planning reports are also written during the summer.

The Planning and Research Department prepares the annual planning reports and other institutional assessments. These are shared with the Cabinet, the Planning and Budgeting Council, the college community, and the Board of Trustees. This information is incorporated into the next round of planning.

Year 2 1993-94	Planning Steps	Budgeting Steps
June	7.1. Write action plan summaries	7.1. Fiscal year ends
August	7.2. Write Annual Plan Report 7.3. Write final Quantitative Target Report 7.4. Write IEP report 7.5. Write Program Review Summary	
August	7.6. Planning report to College Cabinet	
October	7.7. Planning report to PBC 7.8. Planning report to college community 7.9. Planning report to Board 7.10. Institutional plan updated/revised	

APPENDIX A
Aims of Planning/Budgeting Process

Aims of Integrated Institutional Planning/Budgeting Process

- ***Accomplish optimum results.*** Institutional planning should result in decisions and actions that are right for the College. Planning becomes a futile paper and pencil exercise unless the results make a real difference for students, instructors, and staff.

- ***Minimize surprise from changes in the external environment.*** The external environment (demographic, economic trends, state policies, student and community values, etc.) which face CPCC today is more turbulent, demanding, and complex and has a greater impact on the institution than in the past. By better understanding and preparing for the future, CPCC can shape its own future.

- ***Increase understanding of the institution's achievement in reaching institutional mission commitments.*** The major component of the Institutional Effectiveness Plan (IEP) is the assessment of institutional strengths, weaknesses, and accomplishments as they relate to the CPCC's statement of purpose. A variety of both quantitative and qualitative methodologies and indicators are employed. This on-going, comprehensive, and focused information becomes the input upon which goals are developed.

- ***Involve top and mid-level management in reaching agreement on strategic directions.*** On a two-year cycle, the College will look to the future to set strategic goals. On an annual basis, quantitative targets will be developed for some of these goals, as well as for on-going institutional indicators of progress. Meaningful involvement of top and mid-level management will ensure understanding and endorsement of institutional goals and quantitative targets.

- ***Integrate the budgeting process with institutional planning.*** The development of the operational and capital budgets should follow sound educational and administrative planning. The development and monitoring of the budget should run parallel with scheduled planning reviews. All budgeting and planning calendars should be integrated.

- ***Coordinate, consolidate, and develop collaborative VP area goals and operational plans with College-wide strategic directions.*** Each VP area must endorse institutional goals, as well as develop goals germane solely to their respective areas. These areas then develop operational action plans to advance institutional and VP area goals. Coordination is not meant to imply some master plan which tightly connects all activities. However, coordination will lead to greater institutional effectiveness and give various units across the College an institution-wide perspective on problems.

- ***Build in on-going assessment and flexibility.*** Strategic plans and budget decisions are not straight jacket, but are open to modifications as the environment offers new opportunities and concerns. Plans are reviewed, modified and refined as the College's accomplishments are measured and evaluated, and as changes in financial support are incurred.

- ***Reduce the time and effort to accomplish planning by keeping processes simple and by standardizing tasks into regular administrative processes.*** Participatory planning takes time. This time will be reduced by keeping planning and budgeting processes as simple as possible and by standardizing these throughout the institution. For example, the institutional action plan form can be used for budgeting, as well as for VP area planning.

- ***Involve the entire institution by establishing structures and the processes for wide-based involvement.*** Those who are affected by planning must be in substantial agreement with the plans, or implementation will be difficult. Plans must be developed from both the bottom up and the top down. The process should be strongly linked to the decision-making process at all levels. Individuals must also be empowered to accomplish their part of the planning effort. Plans and the results of planning must be shared widely.

APPENDIX B
Milestone Events of Planning

Milestone Events of Planning and Budgeting

1987-88

- Futures Committee formed
- Planning for Results published
  (first institutional planning manual)
- Modified zero-based budget approach begun
- Challenges and Strategies completed
  (first two-year institutional plan)
- Board of Trustee Work Session held
  (first in recent history)
- Compensation & Classification Plan completed

1988-89

- Planning Report given
  (first report based on institutional plan)
- Building Communities Study completed
  (compares CPCC effort with national and state initiatives)
- Enhancing Student Success: Building College Community approved
  (second two-year institutional plan, includes planning assumptions)

1989-90

- Bill Priest Multi-Campus Study completed
- New mission statement approved
- Board of Trustees retreat
  (first held in recent history)
- Expansion land purchase bond referendum passes

1990-91

- Board of Trustees Committees reorganized
- Quantitative Targets established
- Institutional Effectiveness Plan completed
- Education Master Plan published
- Policies and Procedures Manual revised
- Joint Resolution CPCC/UNCC/CMS adopted
- Academic Program Review Manual approved
  (five year program review cycle begun)
- Transformations for the Twenty-First Century completed
  (plan to conduct SACS self-study)
- Modified lump-sum budget approach begun
- Planning for Results major revision published
  (integrates planning and budgeting)

APPENDIX C
Action Plan Forms & Instructions

ACTION PLAN

Development Step

Descriptive Title Date

Sentence Summary

Action Plan Manager

Institutional Goal

VP Area Goal

Objective

Description of Project

Project Timeline Begins Ends

Budget (If the project requires expenditures beyond normal operating budget, complete appropriate budget form and attach action plan.)

Assessment Procedure

Approvals/Conference Initial

Coordinator/Supervisor

Department Head/Director

Dean/Manager

Vice President

**Send copy of completed form to Planning and Research Department

INSTRUCTIONS FOR COMPLETING ACTION PLAN

Development Step

Descriptive Title - Give a descriptive title for the action plan. This title will be used in the quarterly update document.

Date - List year and quarter.

Sentence Summary - Summarize the objective and major activity in one sentence. This will be used in the quarterly update document and the final planning report.

Action Plan Manager - Indicate the individual who is responsible for the action plan. For most cases, responsibility is assigned to an administrator/account manager.

Institutional Goal - Restate the institutional goal for which the action plan refers.

VP Area Goal - Restate the VP area goal for which the action plan refers.

Objective - Restate the objective for which the action plan refers.

Description of Project - Describe the project planned to reach the stated objective. Cluster as many activities under a project as possible without losing appropriate distinctiveness.

Project Time Line - Indicate the beginning and ending times of the action plan in terms of year and quarter.

Budget - If the action plan requires expenditures beyond the normal operating budget, complete appropriate budget form and attach action plan.

Assessment Procedure - Describe the procedure planned for measuring how effectively the project reached the stated objective. Please note that assessment procedures can be objective and/or subjective and can include several measures.

Approvals/Conference - Action plans need to be shared along the administrative reporting continuum. Some supervisors may require approval. List appropriate names and titles and have supervisors initial the form.

APPENDIX D
Budget Forms & Instructions

CENTRAL PIEDMONT COMMUNITY COLLEGE

Request For

OPERATING BUDGET INCREASE FY _____

Department			Today's Date
Account Manager's Name	Telephone #	Department #	Six Digit Account #

Description of Project

Consequences if Not Funded

Cost (By Line Item) Description	Amount	Brief Narrative

Approvals	Priority/Comments
Department Head/Director _____	
Dean/Manager _____	
Vice President	

TO BE COMPLETED BY VICE PRESIDENT/BUSINESS AND COLLEGE SERVICES

Funded

◯ Yes ◯ No

If Unfunded What Is Priority? ☐

_____

Signature of VP-BCS

(1) Originator (2) Vice President (3) Feedback (4) BCS BCS-2 12/90

Instructions on Back of Form

Instructions for "Request for Operating Budget Increase" Form

Fill-In:

Fiscal Year

Department Name

Today's Date

Account Manager's Name

Telephone Number

Department Number

Six-Digit Account Number

Complete the Following Sections:

"Description of Project"
State objective for funds needed. Be specific about what will be done if the request is approved. Indicate the positive results of increased funding. Provide as full an explanation and justification as possible in the space provided. If the request for a budget increase relates directly to an Institutional Action Plan, attach the Action Plan to this request in lieu of completing the Description Section.

"Consequences If Not Funded"
Indicate the negative aspects to be encountered if this request is not approved. (If applicable, include a description of the skill and knowledge which cannot be provided to students without the additional funds.) Provide as full an explanation and justification as possible in the space provided.

"Cost by Line Item"
Indicate the amount for the total increase being requested. An objective may comprise several different elements of expense. For example, to offer a new service or expand an existing service could require additional salaries, fringe benefits, travel, or supplies, etc. Include all of these costs in your request and identify them. Explain your computations in the space marked "Brief Narrative."

Use this form to request funds for additional employees or changes in present positions, including fringe benefits, but do NOT consider salary increases. Such increases will be considered separately by the President and Board of Trustees.

CENTRAL PIEDMONT COMMUNITY COLLEGE

Request For

EQUIPMENT PURCHASE FY _____

Department			Today's Date
Account Manager's Name	Telephone #	Department #	Six Digit Account #

Description of Equipment		New
		Replacement

Proposed Location	Proposed Use

Description of Project

Consequences if Not Funded

Cost of Acquisition Item (Less Trade-In)	Total Acquisition Cost (Include Installation, Freight, etc.)	Support Cost

Approvals	Priority/Comments
Department Head/Director _____	
Dean/Manager _____	
Vice President	

TO BE COMPLETED BY VICE PRESIDENT/BUSINESS AND COLLEGE SERVICES

Funded

◯ Yes ◯ No

If Unfunded What Is Priority? ☐

_____

Signature of VP-BCS

(1) Originator (2) Vice President (3) Feedback (4) BCS BCS-3 12/90

Instructions on Back of Form

Instructions for "Request for Equipment Purchase" Form

Fill-In:

- Fiscal Year
- Department Name
- Today's Date
- Account Manager's Name
- Telephone Number
- Department Number
- Six-Digit Account Number

Complete the Following Sections:

"Description of Equipment"
Identify the specific item and the quantity of each. You may use a single form to request a package of equipment items which serve a single purpose.

"New" and "Replacement"
Indicate in the blocks whether the equipment item(s) are a replacement for existing equipment or in support of a new or expanded program.

"Proposed Location" and "Proposed Use"
Indicate in the blocks whether space is currently available to house the requested equipment items. If any facility renovations will be necessary, if peripheral equipment or other support will be necessary, include these costs in the request. (Be sure to consult with the other managers who must provide these support services for requested equipment.)

"Description of Project"
State the objective. Be specific about what will be done if the request is approved. Provide full explanation and justification in the space provided. For Instructional Equipment requests (new or replacement) list the course(s) in which the equipment will be used. Show approximate total composite # of sections taught in these courses during year.

"Consequences If Not Funded"
Indicate negative aspects if request is not approved. (If applicable, include a description of the skill and knowledge which cannot be provided to students without the additional funds.) Provide full explanation and justification in space provided.

"Cost of Acquisition"
To be certain that any necessary support is provided, identify the estimated cost of maintenance contracts, licenses, etc. that may be necessary during the fiscal year. While these funds must be provided out of operating budget allocations, listing them in the block marked "Support Costs" will remind the other budget managers of your needs.

CENTRAL PIEDMONT COMMUNITY COLLEGE

REQUEST FOR BUILDING RENOVATIONS/MODIFICATIONS FY 1990-1991

DEPARTMENT		RC NUMBER
RC MANAGER'S NAME	**TELEPHONE NUMBER**	**TODAY'S DATE**
		/ /

PROJECT DESCRIPTION/OBJECTIVE (Include Sketch)

CONSEQUENCES IF NOT FUNDED

ESTIMATED COST

Planning	$	
Construction Labor	$	
Construction Materials	$	
Equipment	$	
Furnishings	$	
Other	$	
TOTAL ____	$	

APPROVALS	PRIORITY/COMMENTS
DEPARTMENT HEAD/DIRECTOR	
DEAN/MANAGER	
VICE PRESIDENT	

TO BE COMPLETED BY VICE PRESIDENT/BUSINESS AND COLLEGE SERVICES

FUNDED ☐ YES ☐ NO

IF UNFUNDED WHAT IS PRIORITY? ☐

SIGNATURE OF VP-BCS

(1) ORIGINATOR (2) VICE PRESIDENT (3) BCS (4) ORIGINATOR [FEEDBACK] BCS-1

REQUEST FOR PLANT RENOVATIONS/MODIFICATIONS

Central Piedmont Community College Receives funding from Mecklenburg County for maintenance and operation of its physical plant. In addition, CPCC receives special projects to do major renovation or modification of the existing physical plant. CPCC also receives funds from the State or the County to construct new facilities. Each of these funding sources requires a special request and approval procedure.

CAPITAL IMPROVEMENT PROGRAM

Annually, the College updates its assessment of its 10-Year Needs. These are projects which are estimated to cost more than $100,000. Funding is typically provided through a County bond issue or a State appropriation. Anyone can suggest a project to be included in the 10-year Needs Assessment at any time. Your suggestion should be routed through your Dean or Manager to your respective Vice President. If the suggestion warrants, a brief feasibility study will be accomplished and reported using forms prescribed by Mecklenburg County. Those forms are available from the Vice President - Business/College Services. A formal review of the 10-year Needs is done during the summer.

CAPITAL RESERVE PROJECTS

Projects which are estimated to cost between $10,000 - $100,000 are funded through a County Capital Reserve Fund. More expensive projects can be included if the estimated life of the renovation or modification is less than 20 years.

Requests for Capital Reserve Funds ($10,000 - $100,000) must be submitted on the CPCC form titled "Request for Major Renovations/Modifications." A blank copy of that form is attached. The form must be completed fully and routed through your Dean or Manager to your respective Vice President.

MINOR RENOVATIONS

Projects to improve the buildings and/or grounds and which are estimated to cost less than $10,000 can be requested at any time by completing a CPCC Service Request Form. Those forms are submitted through your supervisor to the Plant Services office and incorporated by the Manager into the County operating budget.

APPENDIX E
Assessment Forms & Instructions

ACTION PLAN

Process Assessment

Descriptive Title

Action Plan Manager

FALL UPDATE

Current Status

Initial Stages	Complete Qtr/Yr	Well Underway	Complete Qtr/Yr	Completed	Qtr/Yr
____	____	____	____	____	____

Modification

Activities Completed to Date

WINTER UPDATE

Current Status

Initial Stages	Complete Qtr/Yr	Well Underway	Complete Qtr/Yr	Completed	Qtr/Yr
____	____	____	____	____	____

Modification

Activities Completed to Date

SPRING UPDATE

Current Status

Initial Stages	Complete Qtr/Yr	Well Underway	Complete Qtr/Yr	Completed	Qtr/Yr
____	____	____	____	____	____

Modification

Activities Completed to Date

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** Send copies to individuals listed on action plan development step form and to the Planning and Research Department.

INSTRUCTIONS FOR COMPLETING ACTION PLAN

Process Assessment Step

Descriptive Title - Give same descriptive title as development step form.

Action Plan Manager - Give same action plan manager as in the development step form.

Current Status - Indicate the current status of the action plan as: initial stages, well underway, or completed. Include the estimated or actual completion date in terms of quarter and year. If the action plan was deleted, write delete across the page.

Modification - Indicate any changes to the action plan as given in the development step form.

Activities Completed to Date - Briefly highlight the activities completed to date.

ACTION PLAN

Summative Assessment

Descriptive Title Date

Sentence Summary

Action Plan Manager

Project Timeline Begins Ends

Activities Completed

Resources Expended

Assessment of Effectiveness

Use of Assessment/Future Plans

** Send copies to individuals listed on action plan development step form and to the Planning and Research Department.

INSTRUCTIONS FOR COMPLETING ACTION PLAN

Summative Assessment Step

Descriptive Title - Give same descriptive title as development step form.

Date - List year and quarter.

Sentence Summary - Give same sentence summary as development step form.

Action Plan Manager - Give same action plan manager as development step form.

Project Time Line - Indicate the beginning and ending times of the action plan.

Activities Completed - List the actual activities that were completed. Note any significant differences from the original action plan project.

Assessment of Effectiveness - Based on your assessment procedure and any unforeseen information, describe the degree of success.

Use of Assessment/Future Plans - State how the results of your assessment were used. The results may validate current practice, may suggest changes, and/or may suggest future projects to be conducted.

APPENDIX F

Membership of Planning & Budgeting Council & College Council

PLANNING/BUDGETING COUNCIL

1991

President, Ruth Shaw

President's Office:

Ruth Shaw
Worth Campbell
Phyllis Barber

Education Area:

James Wingate, Vice President (45 Account Managers)

Dallas Garrett

- Hoyle Blaylock
- Herb Burns
- Jim Cannon
- Janet Chernega
- Dora Johnson
- Lonell Jones
- Gary Nelson
- George Timblin
- Frank Miller
- Sandra Lare
- Jack Cozean

Dave Hunter

- Carolyn Allred
- Joe Barwick
- Gene Bryant
- Jim Hall
- Cindy Johnson
- Phil Mauldin
- Sam Reep
- Brad Reynolds
- Ellanor Graves
- Claude Williams
- Jeff Sechrist
- Mitchell Hagler

Renee Westcott

- Carole Schultz
- Susan Melson
- Sue Neville
- Lane Grann-Stahl
- Louise Stroud
- Stan Locke

Lois Dixon

- Nancy Cheshire
- Norm Petty
- Aris Pennington
- John Duncan
- Sally Andrews
- Tom Howard
- Emma Quinn

Tom Griffin

- Dennis Cudd
- Don Ambrose

Other

- Barbara Andrews

Business and College Services:

John Harper, Vice President (18 Account Managers)

Fred Remelius

- Bill Jordan
- Eddie Howell
- Sam Strickland

Harold Walker

Sol Hellinger

- Linda Nardelli
- Donald Owens
- Don Flowers

Alan Johnson

Betty Funderburke

Fred Adams

Val Cannon

- Alex Wylie
- Bob McMurray
- Ralph McGrath
- Diep Tong
- Bob Carter

Student, Staff and Organizational Development

Nicholas D. Gennett, Vice President (19 Account Managers)

Betty Watson

- Fay Vogelbacher
- Nancy Bryan
- Carrietta Adkins
- John Quinley
- Mike Myers

Mel Gay

- Gus Boukouvalas
- Ann Burnett
- Alice Cannon
- Winston Edmonds
- Sara Graham
- Carolyn Pitts
- David Rhoden
- Jane Rochester
- Lauren Stayer
- Ross Surphlis

Other:

Faculty Senate President: Nancy Bryan

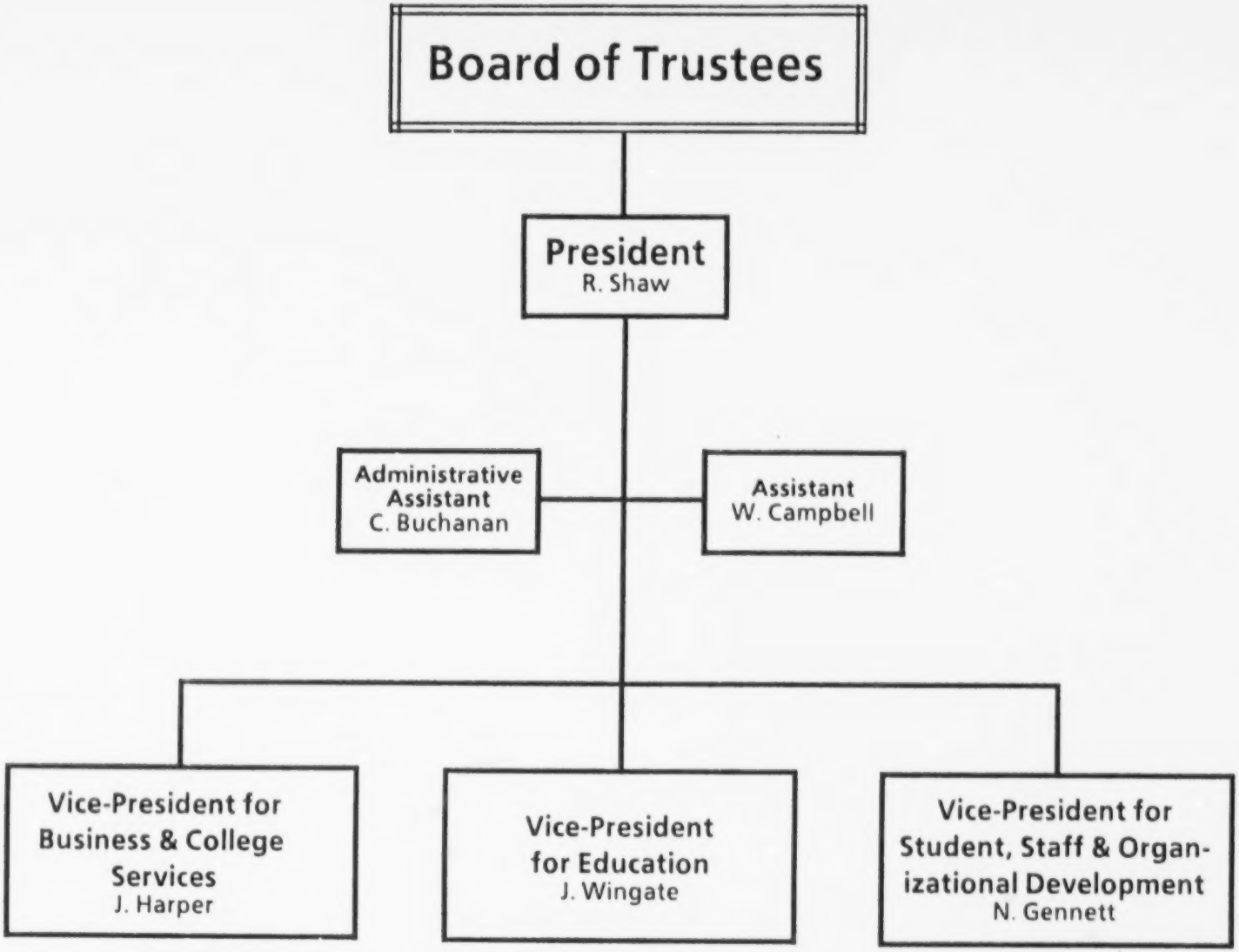
Classified Staff Chairperson: Kathy Hamilton

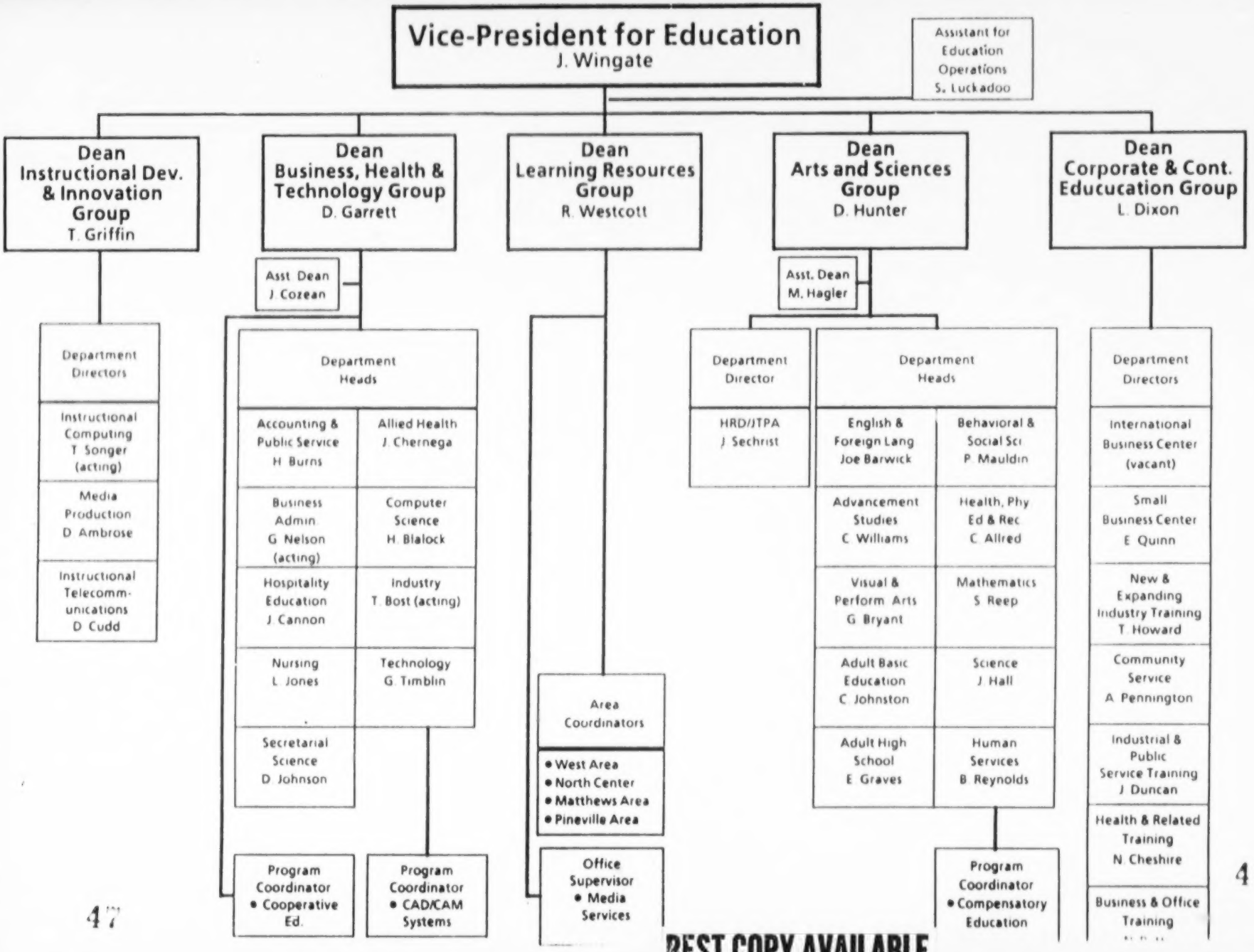
THE COLLEGE COUNCIL

1991

Dr. Ruth Shaw	President (Ex-Officio)
Katie Bavis	Business
Emma Brown	Counseling
Nancy Bryan	President, Faculty Senate
Val Cannon	Manager, Financial Services
Lois Dixon	Dean, Continuing Education
Dallas Garrett	Dean, Career Programs
Mel Gay	Dean, Student Development
Frank Granger	Graphic Arts
Tom Griffin	Dean, Innovation
Kathy Hamilton	Chair, Classified Staff Council
David Hunter	Dean, General Studies
Barbara Johnson	Vice Chair, Classified Staff Council
Cindy Johnston	ABE/ABLE
Aaron McAlexander	Physical Science
Phil Mauldin	Behavioral & Social Science
Margery Orell	Library Services
John Quinley	Director, Institutional Research
Fred Remelius	Manager, Plant Services
Mary Beth Collins	Behavioral & Social Science
Renee Westcott	Dean, Learning Resources
Ron Williams	Computer Science
CONVENER	Worth Campbell
FACILITATOR	Nancy Bryan
RECORDER	Phyllis Barber

APPENDIX G
Administrative Charts


Board of Trustees
President
R. Shaw
Administrative Assistant
C. Buchanan
Assistant
W. Campbell
Vice-President for Business & College Services
J. Harper
Vice-President for Education
J. Wingate
Vice-President for Student, Staff & Organizational Development
N. Gennett


Vice-President for Education
J. Wingate
Assistant for Education Operations
S. Luckadoo
Dean Instructional Dev. & Innovation Group
T. Griffin
Dean Business, Health & Technology Group
D. Garrett
Dean Learning Resources Group
R. Westcott
Dean Arts and Sciences Group
D. Hunter
Dean Corporate & Cont. Educucation Group
L. Dixon
Asst. Dean J. Cozean
Asst. Dean M. Hagler
Department Directors
Instructional Computing T. Songer (acting)
Media Production D. Ambrose
Instructional Telecomm-unications D. Cudd
Department Heads
Accounting & Public Service H. Burns
Allied Health J. Chernega
Business Admin G. Nelson (acting)
Computer Science H. Blalock
Hospitality Education J. Cannon
Industry T. Bost (acting)
Nursing L. Jones
Technology G. Timblin
Secretarial Science D. Johnson
Program Coordinator • Cooperative Ed.
Program Coordinator • CAD/CAM Systems
Area Coordinators
• West Area
• North Center
• Matthews Area
• Pineville Area
Office Supervisor • Media Services
Department Director
HRD/JTPA J. Sechrist
Department Heads
English & Foreign Lang Joe Barwick
Behavioral & Social Sci P. Mauldin
Advancement Studies C. Williams
Health, Phy Ed & Rec C. Allred
Visual & Perform. Arts G. Bryant
Mathematics S. Reep
Adult Basic Education C. Johnston
Science J. Hall
Adult High School E. Graves
Human Services B. Reynolds
Program Coordinator • Compensatory Education
Department Directors
International Business Center (vacant)
Small Business Center E. Quinn
New & Expanding Industry Training T. Howard
Community Service A. Pennington
Industrial & Public Service Training J. Duncan
Health & Related Training N. Cheshire
Business & Office Training

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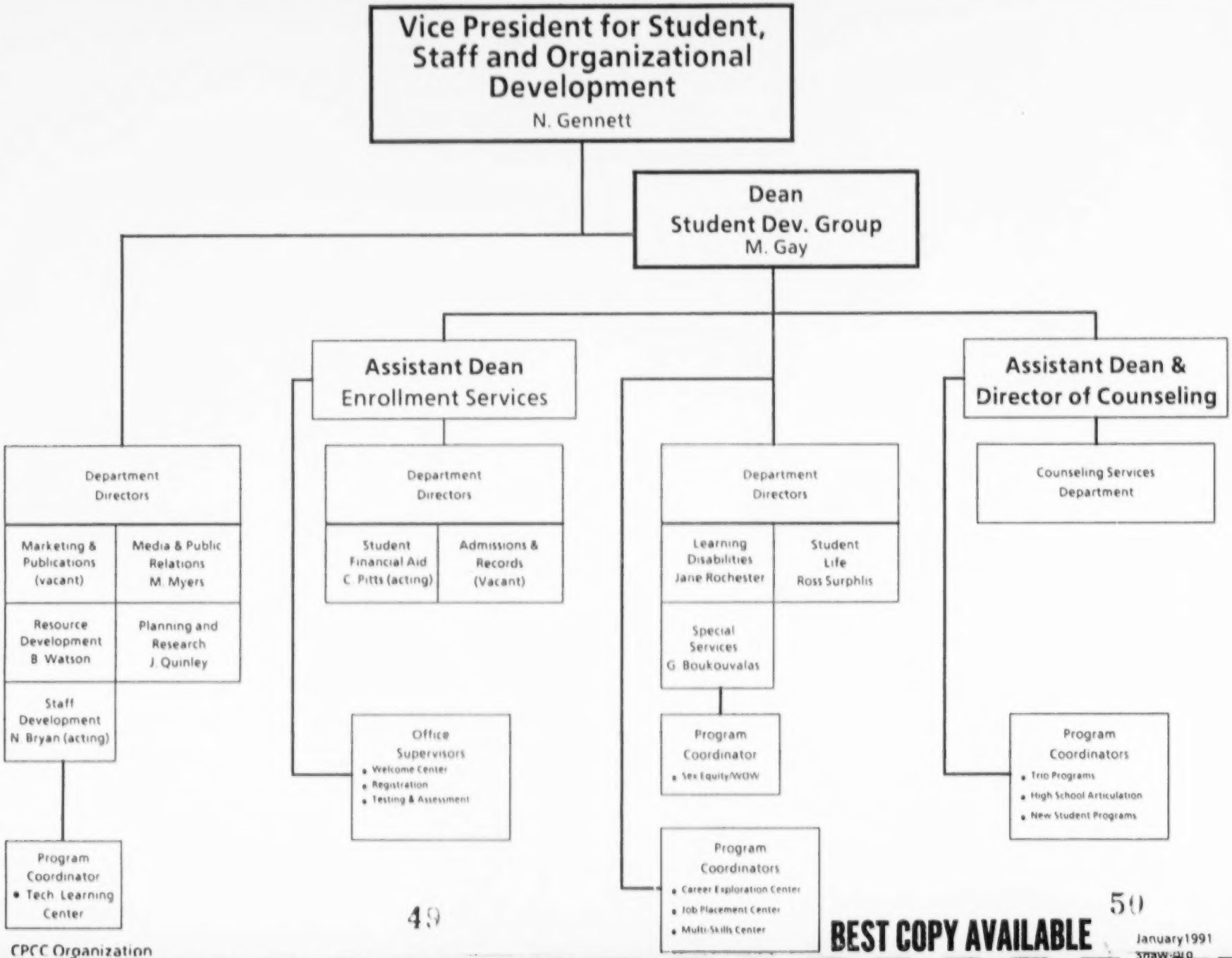

CPCC Organization

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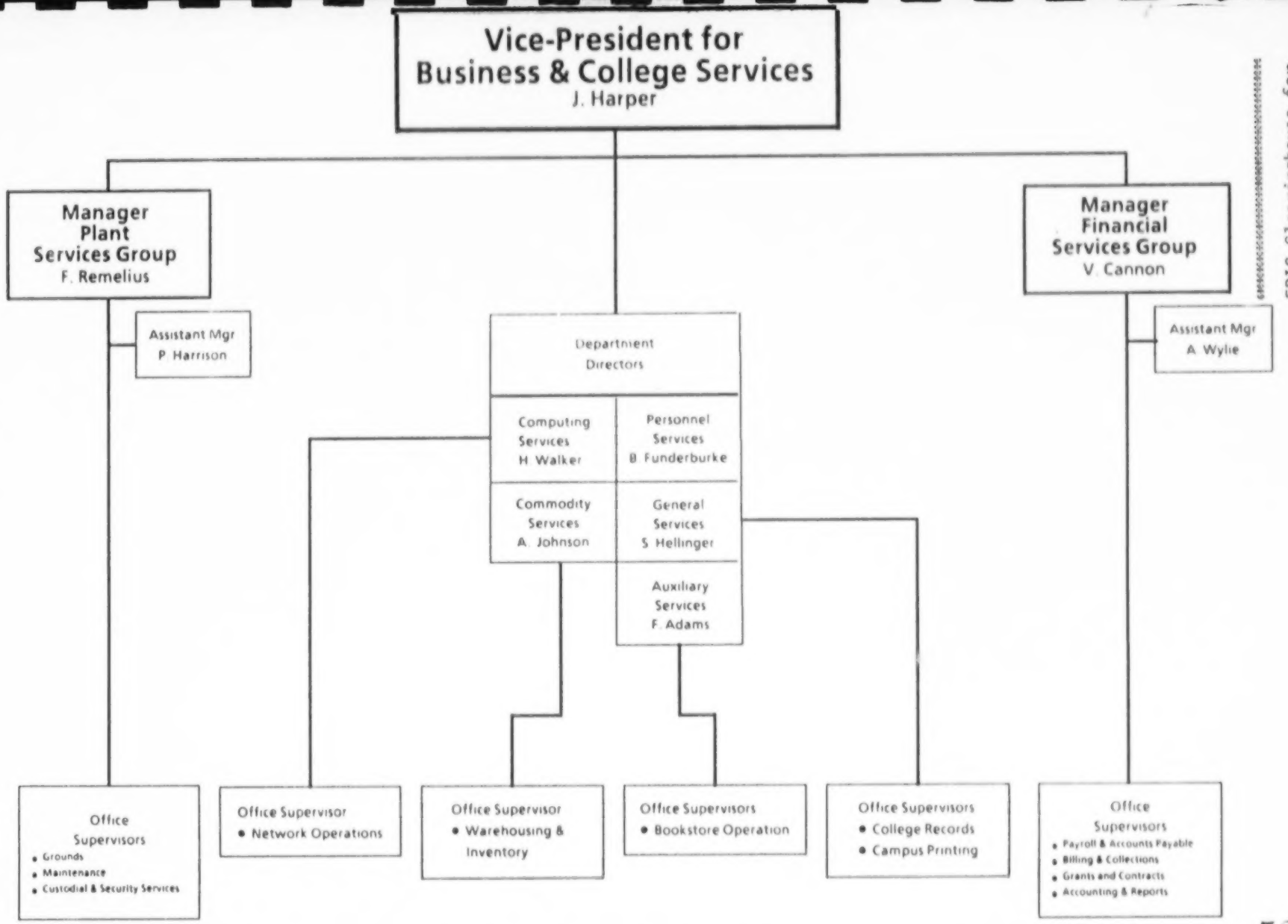
January 1991
SHAW-010



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